DOCUMENT RESUME

ED 362 494 SP 034 751

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TITLE Evaluation of Multiple Ability (K-6) Beginning Teacher Competencies. For Class B Certification in Elementary Education, Early Childhood Education, and Mild Disabilities.
PUB DATE [Aug 93]
NOTE 55p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Competence; *Competency Based Teacher Education; Elementary Education; Elementary School Teachers; Higher Education; *Mainstreaming; *Mild Disabilities; *Preservice Teacher Education; Special Education; *Student Educational Objectives; Teacher Certification; *Teacher Education Curriculum

ABSTRACT

Elementary teachers should possess the full range of competencies necessary to meet the needs of students with and without disabilities. Elementary educators should thus be eligible for certification in Elementary Education, Early Childhood Education, and Special Education (Mild Disabilities). This study created a list of competencies that is sufficiently encompassing for preparing teachers for this certification yet minimally redundant. The list was developed using three primary data sources: master teachers' perceptions of essential competencies, university course objectives, and empirical research. These competencies were then assimilated to produce a final master list. A teacher education program incorporating these competencies is presented, involving a 78-hour sequence of interrelated education courses in five semesters. An appendix lists the teacher competencies for a K-6 multiple ability program. The competencies address the following areas: (1) professionalism (teaching as a profession, the nature of schools, and the teacher as a professional); (2) the learner (human growth and development, diversity, family/parental influences, and evaluation of learner characteristics and factors affecting the learner); (3) communication and collaboration (basic communicative competence, interacting with professionals, developing educational plans, and interacting with parents); and (4) facilitating learning (assessment of instruction, evaluation of programs, instructional design and delivery, content areas, behavior management, and classroom management). (JDD)

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ED 362 494

Evaluation of Multiple Ability (K-6) Beginning Teacher Competencies

For Class B Certification in Elementary Education, Early Childhood Education, and Mild Disabilities

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Evaluation of Multiple-ability (K-6) Beginning Teacher Competencies

Introduction

A number of professional organizations and leaders in education are strongly advocating reform in the administrative arrangement of special education in the public schools. These groups include the National Association of State Boards of Education (1992) and Alabama school district superintendents (1993, January: The University of Alabama Superintendents' Conference). Specifically "inclusion" as a service delivery format is being advocated. Essentially, inclusion is a 100% mainstreaming model where the general education teacher is responsible for the growth and development of students with disabilities. Pull-out programs in special education (e.g. resource rooms, self-contained classrooms, etc.) are eliminated except for students whose disabilities are profound. In this model, the role of the special education teacher is to provide collaborative consultation, team- or co- teach classes, and generally act as a resource and advocate for the needs of children with disabilities within the school. Anticipated are considerably greater responsibilities being placed on the general educator for the education of students with multiple abilities, thus requiring more sophisticated understandings of how to meet these needs within complex settings.

Ideally, elementary teachers should posses the full-range of competencies necessary to both manage instruction for students without disabilities as well as meet the needs of those with disabilities. Educators teaching in grades K-6 with this expertise should be eligible for certification in Elementary Education, Early Childhood Education, and Special Education (Mild Disabilities). In short, these teachers need to be prepared to teach in multiple-ability classrooms, grades Kindergarten through sixth (MA/K-6).

The inclusion model is based on the assumptions that (a) the curriculum in general elementary education and in special education should be the same, (b) considerable redundancy in the competencies of general education and special education teachers exists, and (c) all teachers should posses skills for intervening with the more severe learning and behavior problems associated with children with mild disabilities. The National Joint Committee on Learning Disabilities (NJCLD) indicated in 1993 that many general education teachers are not prepared to provide beneficial instruction for a large diversity of students in the classroom. Preparing teachers who possess the full range of competencies logically implies that future teacher-preparation programs must add to the competencies currently being developed by prospective teachers as well as eliminate redundant competencies. In light of the current "packed" nature of existing teacher preparation programs and the apparent redundancy in teacher education programs in Elementary/Early Childhood and those of Special Education for Mild Disabilities, careful analysis of general and special education competencies is imperative. The purpose of the study was to create a list of competencies which is sufficiently encompassing for preparing teachers for MA/K-6 certification yet minimally redundant.

Procedures for identifying competencies for Elem.Ed./ Mild Handicap, K-6 certification program

A list of competencies for the Multiple Ability, K-6 (MA/K-6) program providing Class B certification Elementary Education, /Early Childhood Education, and Mild Disabilities (K-6) special education were devised using three primary data sources: (a) master teachers' perceptions of essential competencies, (b) university faculty stated course objectives, and (c) empirical research providing data toward clarifying essential competencies. These competencies were then assimilated to produce a final, master list.

Identification of master teacher's perceptions of essential competencies

The first component consisted of identifying master teachers' perceptions of competencies needed by beginning MA/K-6 teachers working in inclusion settings. This procedure was based on the assumptions that (a) practicing master teachers in both regular education and special education posses valuable knowledge concerning the competencies necessary to effectively teach in traditional classrooms and meet the needs of children with mild disabilities in these settings. Thus, their knowledge is an important source for planning teacher-education programs designed to provide MA/K-6 certification; and (b) the published competencies of professional educational organizations and state department guidelines are an important source of information for planning teacher certification programs.

Six special education teachers of children with mild disabilities and six general education teachers from elementary schools from two school districts participated in the analysis of essential competencies. These teachers were selected on the basis of one or more of the following reasons: (a) knowledge of and/or interest in inclusion, (b) current planning of and/or participation in inclusion situations within their school, (c) experience as mentoring (cooperating) teachers to student teachers from the University, (d) experience with a project designed to strengthen communication and relations among university teacher education faculty and teachers in the public schools, and/or (e) outstanding teaching ability and dedication to working with children with diverse learning needs. Participants were informed of the purpose of the activity, provided instructions, and provided copies of published information addressing teacher competencies and inclusion from 14 sources (e.g., published competencies and policy statements of seven professional organizations, published research, etc; see Table 1).

Participants were grouped into either a team of special education teachers or a team of general education teachers. They were then asked to individually review the competencies plus information on inclusion and then meet with their team to construct a list of essential competencies necessary for a teacher who has certification in MA/K-6. Teachers were asked to use any information from the lists of published competencies as well as use their personal knowledge and experience to construct a list of competencies.

Table 1

Sources of Published Information on Teacher Competencies and Inclusion

Alabama State Department Regulations for Learning Disabled, Mentally Retarded, Emotionally Conflicted, Elementary Education, and Early Childhood Education

The Council for Exceptional Children (CEC) Policy on Inclusive Schools and Community Settings

The CEC Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers (Swan & Sirvis, 1992)

Educating Students with Mild Handicaps in General Education Classrooms: Essential Teaching Practices for General and Special Educators (Cannon, Idol, & West, 1992)

Essential Collaborative Consultation Competencies for Regular and Special Educators (West and Cannon, 1988).

The DLD Competencies for Teachers of Students with Learning Disabilities (DLD/CEC, 1992)

Appropriate Education in the Primary Grades: A Position Statement of the National Association for the Education of Young Children (NAEYC, 1989)

NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades, Serving 5-through 8- year olds (NAEYC, 1988)

NAEYC Position Statement on Developmentally Appropriate Practice in Early Childhood Programs (NAEYC, 1986)

NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-- year olds (NAEYC, 1986)

Early Childhood Teacher Certification: A position statement of the Association of Teacher Educators and the National Association for the Education of Young Children (ATE & NAEYC, 1991)

Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Young Children Ages 3 Through 8: A Position Statement of the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (NAEYC & NAECS/SDE, 1991)

Standards for Quality Programs for Young Children: Early Childhood Education and the Elementary School Principal (NAESP, 1990)

Winner All: A Call for Inclusive Schools: The Report of the NASBE Study Group on Special Education (NASBE, 1992)

After the two teams independently constructed their lists of competencies, they met as one group. During this meeting, the participants compared the two lists of competencies and worked to form a consensus resulting in a single list of competencies. Thus, this list reflected 12 master teachers' perceptions of essential competencies necessary for a teacher who is certified MA/K-6.

Identification of university faculty perceptions of essential competencies

The second component consisted of identifying the objectives stated in required course syllabi in the existing Elementary/Early Childhood Education program and in the existing Special Education Mild Handicapped program. This procedure was predicated on the assumptions that: (a) course objectives and written competencies indicated in course syllabi largely reflect the competencies addressed during the course by instructors using the syllabi; and (b) the collective whole of all competencies reflected in all syllabi of all required courses of a given certification area reflect the best professional judgements of faculty as to the appropriate curriculum necessary to effectively prepare teachers in that specific certification area. Thus, the competencies indicated on syllabi from required courses in Elementary Education, Early Childhood Education, and Special Education - Mild Handicapped are essential sources of information when identifying competences necessary for MA/K-6 certification.

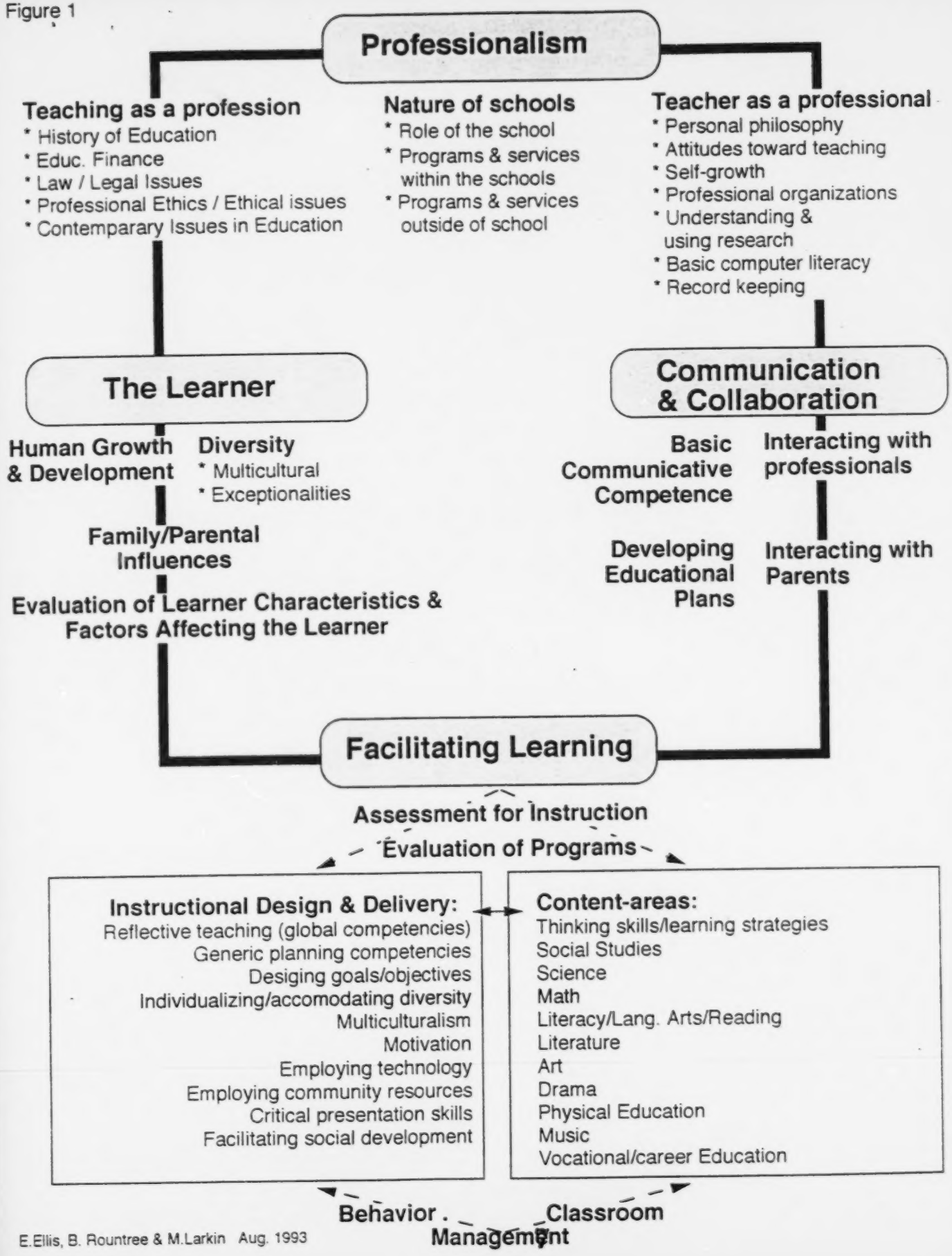
Copies of course syllabi on file for all required courses in Elementary/Early Childhood Education and Special Education (Mild Handicapped) as well as the Professional Studies sequence of courses required in both areas were collected. Course objectives/written competencies indicated on the syllabi were extracted, copied, and then separated. Competencies from all courses were then individually analyzed and grouped into one of four areas: (a) Professionalism, (b) The Learner, (c) Facilitating Learning, or (d) Communication/collaboration. Each competency was analyzed independently from the course syllabus from which the competency was originally taken.

Once all competencies from all courses had been analyzed and grouped into these four areas, each group was then studied individually. Here, competencies within the group were analyzed and subgrouped according the the primary emphasis of the competency. Once all the competencies within a category had been subgrouped, the subgroups were assigned categorical names. Thus, this procedure did not employ a process whereby categories were initially identified and then competencies were sorted according to preset categories (e.g., forced choice); rather, the sorting procedure dictated the subsequent identification of the categories. Figure 1 shows the four areas, and the specific categories which emerged within each.

Identification of empirical research addressing essential competencies

The third component focused on analyzing published empirical research concerning competences needed. A literature search was conducted, resulting

Figure 1



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in the identification of two empirical studies (Canon, Idol, & West, 1992; West & Canon, 1988) that closely related to the goal of identifying essential competences for teachers with certification in MA,K-6. Included in these studies were published lists of competencies, and the ratings of 360 general education and special education teachers as to the importance of each specific competency on a Likert scale and the level of consensus between the groups as reported in percentages.

Merging data to create a master list of competencies

The fourth component of this process focused on analyzing and compiling information from the three data sources described above. This procedure was based on the assumptions that (a) there is considerable overlap between competencies necessary to be an effective elementary education teacher and those necessary for effectively teaching students with mild disabilities in traditional classroom (inclusion) settings; (b) existing teacher education courses within Elementary /Early Childhood Education and within Special Education address many competencies in a redundant manner; (c) assimilating competences from the three data sources described above provides a more complete picture regarding the needs of MA,K-6 certified teachers than that provided by any one of the data sources, and (d) over-identification is preferable to under-identification of competencies.

To compile the competencies from the three data sources, competencies from the list created by the group of master teachers were analyzed by two University faculty (one from Elementary/Early Childhood Education, one from Special Education) and a doctoral student with extensive experience working in elementary schools. The competencies were sorted into the various categories illustrated in Figure 1. Similar procedures were applied to the list of competencies gleaned from the published research. Thus, each category contained competencies reflecting master teachers' perceptions, those of University faculty from course syllabi, and those gleaned from published research.

In an effort to eliminate redundancy and unify the writing style used to communicate the competencies, each category was subsequently analyzed and competencies were rewritten. In those instances where several competencies appeared to be addressing essentially the same knowledge or skill, one competency was written to reflect it. In many instances, specific competencies (usually those extracted from course syllabi) from the original list were written in a highly specific manner, thus limiting their application to a specific domain. Where appropriate as judged by the participants, these were rewritten so that they were more encompassing (see examples below).

Example of a competency written in a limiting manner:

The student will identify salient characteristics typical of the culturally diverse learner who is mentally retarded.

Example of how this competency might be recast into one that is more encompassing:

The student will identify characteristics of culturally diverse students with and without mild disabilities.

After the various competencies were assimilated, the researchers, using their professional judgement, reviewed the overall list to identify those competencies that were missing and then added them. Appendix A contains a list of competences which resulted from this process. Although this list is intended to reflect the data generated by master teachers, University faculty and empirical research, the list has some inherent limitations. Some of these are discussed below.

Limitations

(a) The intent of the original author of a competency is subject to misinterpretation particularly when competencies have been written without elaboration such as those found on course syllabi. Likewise, while a competency of one author may reflect a very discrete set of knowledge or skills, the competency of another author may reflect a very broad range of information known to the author, but not necessarily known to others who read the competency. Thus, important knowledge and skill areas in which a faculty member addresses in depth during a course may not actually be communicated on the syllabus and thus subsequently omitted from the final list. While the professional judgement of the researchers was used in an attempt to counter this limitation, there are no assurances that the list is complete or that the intent of the original authors has been adequately communicated in the final list.

(b) Likewise, the process of grouping competencies into areas and then sorting them into categories is largely a subjective process subject to reliability limitations (interrater, intrarater, etc). Decisions about each competency was made largely upon consensus among the participants, and empirical procedures to control for reliability were not employed.

(c) The process of identifying discrete competencies is inherently limiting and does not take into account the dynamic nature of schools, instruction, and the learning process.

(d) Some competencies are naturally more important than others. No efforts were made to use quantitative or qualitative procedures to evaluate relative importance of competencies. The various competencies were treated as if

they had equal importance. The only competencies from the three original data sources that were not used in the final list were (a) those that were largely redundant with others on the list, (b) those that were rewritten so that they were more encompassing, (c) those where it was impossible for the researchers to ascertain their meaning, and (d) those that were, in the judgement of the researchers, actually activities or assignments (e.g., "The student will keep a daily log reflecting practicum activities.") rather than competences reflecting acquired knowledge or skills.

(f) The procedure of grouping competencies into four areas and then subsequently categorizing them into subgroups treats the competencies as if they were discrete knowledge and skills independent of other areas or categories. In fact, the knowledge and skills among and between areas/categories are highly interrelated.

Anticipated curriculum of MA/K-6 undergraduate program.

The MA/K-6 program requires that prospective teachers complete a 78 hour sequence of interrelated education courses in five semesters. These hours include 13 semester hours of supervised practicum, 18 hours of internship, and 47 semester hours in related course work (including the competencies of BCT 100, 300, and 400 from the Core Curriculum). Each semester, students will enroll in four interrelated courses and a field experience (practicum or internship). Anticipated hours are as follows:

Semester A

MA 301: Professionalism	5 hours
MA 311: The Learner	5 hours
MA 321: Communication/Collaboration	1 hour
MA 331: Facilitating Learning	1 hour
MA 341: Field experience: practicum	3 hours
	15 semester hours

During the initial semester of the program, students will primarily focus on developing competencies related to knowledge and skills associated with (a) teaching as a profession, (b) the nature of schools, (c) the teacher as a professional, and (d) human development, diversity, and related factors. Field experiences will be coordinated with associated course competencies and will take place after midterm.

Semester B

MA 302: Professionalism	1 hour
MA 312: The Learner	1 hour
MA 322: Communication/Collaboration	1 hour
MA 332: Facilitating Learning	8 hours
MA 342: Field experience: practicum	4 hours
	15 semester hours

During the next semester of the program, students will primarily focus on developing competencies related to knowledge and skills associated with

instructional design and delivery, assessment, and teaching in various content areas. Field experiences will take place during the last nine weeks of the semester and will be three full days per week following six weeks of university course work (the time frame in which Semester B is taken can be reversed with that of Semester C as needed; Semester C must be taken during the summer).

Summer, Semester C

MA 303: Professionalism	1 hour
MA 313: The Learner	1 hour
MA 323: Communication/Collaboration	2 hours
MA 333: Facilitating Learning	2 hours
MA 343: Field experience: S.E.W. practicum	6 hours
	12 semester hours

During the summer semester of the program, students will primarily focus on developing competencies related to formal evaluation of students (e.g., administration and interpretation of individually and group administered standardized tests), developing collaboration skills, and planning and delivering instruction. Field experience will consist of being paired with graduate students to plan and deliver instruction to students who are gifted and are enrolled in the S.E.W. summer program.

Semester D

MA 404: Professionalism	1 hour
MA 414: The Learner	1 hour
MA 424: Communication/Collaboration	3 hours
MA 434: Facilitating Learning	4 hours
MA 444: Field experience: spec. ed. internship	9 hours
	18 semester hours

During this semester of the program, students will primarily focus on developing competencies related to professional communication/collaboration skills, designing, delivering, and assessing instruction for individual students, and facilitating positive behavior and social development of students with diverse needs. Field experience will consist of an internship in special education for mild disabilities during the last eight weeks of the semester.

Semester E

MA 404: Professionalism	1 hour
MA 414: The Learner	1 hour
MA 424: Communication/Collaboration	4 hours
MA 434: Facilitating Learning	3 hours
MA 444: Field exp: reg.classrm. internship	9 hours
	18 semester hours

The final semester will begin with three weeks of initial seminar work focusing on "Reflective Practice" of their knowledge, skill development, and field experiences to date. The middle of the semester will consist of eight

Figure 2

	Semester Emphasized				
Professionalism					
Teaching as a Profession					
History of Education	1				
Educational Finance	1				
Law/Legal Issues	1				
Ethical Issues/Ethics	1				
Contemporary Issues in Education	1	2	3	4	5
Nature of Schools					
Role of the School	1				
Programs and Services within the School	1				
Programs/Services Outside of School	1				
Teacher as a Professional					
Personal Philosophy	1	2	3	4	5
Teaching Attitudes	1	2	3	4	5
Self Growth	1	2	3	4	5
Professional Organizations	1	2	3	4	5
Understanding and Using Research	1	2	3	4	5
Basic Technology Literacy	1				
Record Keeping				4	5
Understanding the Learner					
Human Growth and Development	1	2	3	4	5
Diversity					
Multicultural	1	2	3	4	5
Exceptionalities	1	2	3	4	5
Family/Parental Influences	1	2	3	4	5
Evaluation of Learner Characteristics and Factors Affecting the Learner					
Test theory / construction	1		3		
Application of test instruments	1		3	4	5
Communication/Collaboration					
Basic Communicative Competence	1	2	3	4	5
Interacting with Professionals	1	2	3	4	5
Interacting with Parents	1	2	3	4	5
Developing Educational Plans			3	4	5
Facilitating Learning					
Assessment of Instruction		2	3	4	5
Evaluation of Programs				4	5
Classroom Management	1	2	3	4	5
Behavior Management	1	2	3	4	5

weeks of internship in a regular elementary classroom (inclusion settings, if possible). The final four weeks will consist of a "Senior seminar" where students initiate a research project related to some aspect of teaching or curriculum development, collect data regarding its effectiveness, and formally report the results of their project to the students and faulty of the College of Education at a conference.

Listed in Figure 2 are the major competency areas identified and the semester in which it is anticipated the area will be most intensively addressed (bold print). While some competency areas have only one or two semesters indicated, this does not imply that they will not be addressed in other semesters. Though listed in linear fashion, the competencies are highly interrelated -- not linear. The curriculum is designed to be a spiraled in a manner that competencies being developed are increasingly in depth, interrelated. and contextualized.

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Appendix A

Competencies for Multiple -ability (K-6) Program

Class B Certification in
*Elementary Education * Early Childhood Education * Mild Disabilities*

Developed by :

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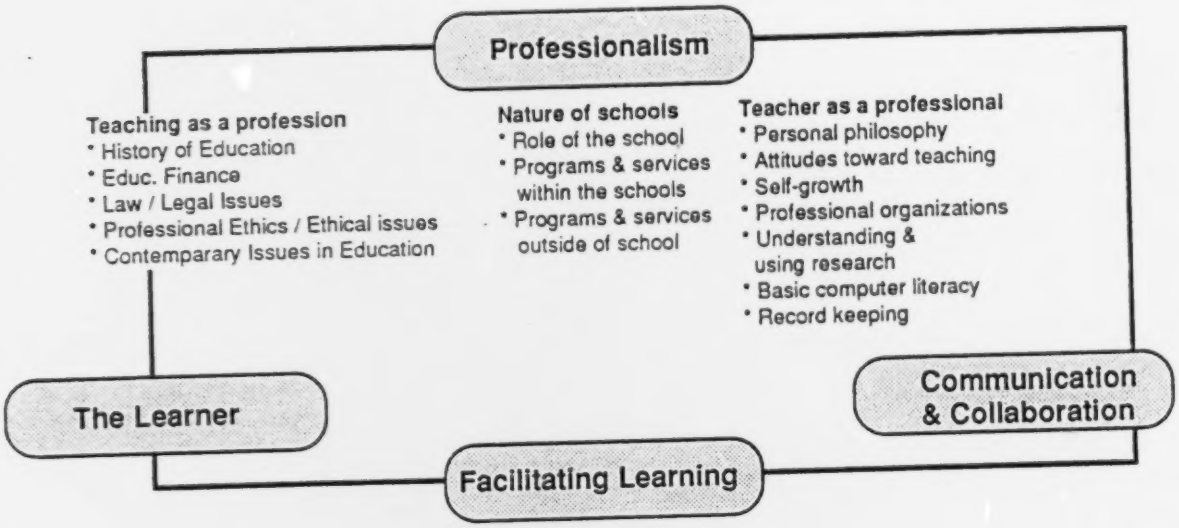
Professionalism



Teaching as a Profession

History of Education

1. Identify and critically analyze historical, sociological, psychological and philosophical foundations of learning.

2. Identify the influence of early educational practices, theories, and current events on education today.

3. Identify historical and contemporary individuals who have contributed to the development of childhood education.

4. Identify significant events in the history of special education and in the development of services for students with disabilities.

5. Identify and contrast current definitions with earlier definitions of various disabilities including mental retardation, learning disabilities, emotional conflict and discuss issues associated with defining these populations.

6. Sequence the significant events in the development of computer technology and identify important individuals who have contributed to this development.

Educational Finance

1. Identify sources of income and expenditures involved in educational finance.

2. Discriminate among sources of income and how they may be earmarked.

3. Compare Alabama's funding for education to other plans used across the nation.

Law/Legal Issues

1. Identify the legal rights and responsibilities of students, parents, teachers and schools.

2. Describe the legal responsibilities of teachers with regard to the following:
   - attendance (student and teacher)
   - first amendment rights (student and teacher)
     - speech
     - printed word
     - dress
   - corporal punishment of students
   - suspension and expulsion of students
   - liability for student welfare
     - health
     - safety
     - security
   - confidentiality and security of school records
   - establishment and maintenance of school records
   - minimum hours of instruction in required content areas
   - teacher promotion and tenure
   - professional misconduct (e.g. sexual harassment, relations with students, dishonesty, etc.)

3. Identify the legal rights of individuals with disabilities.

4. Identify the full continuum of least restrictive environment settings for students with disabilities.

5. Identify and explain implications of landmark legislation (e.g. PL 94-142, ADA, IDEA, Section 504 of the Rehabilitation Act of 1973, ACT 106) and legal decisions with regard to special education regulations, programs, and services.

6. Identify assurances and due process rights related to assessment, eligibility, and placement for students with disabilities.

7. Follow legal policies and procedures in the referral process for special education services and/or to community agencies for assistance.

Ethical Issues/Ethics

1. Demonstrate a commitment to professional ethical practices.
2. Identify and use ethical assessment procedures.
3. Advocate best practices for all students.
4. Recognize ethical and legal questions related to the use of technology.
5. Practice professional qualities essential to effective teaching, such as punctuality, communication skills, and acceptance of responsibility.
6. Consider professional ethical practices when establishing and maintaining classroom behavior management procedures.

Contemporary Issues in Education

1. Identify and critically analyze contemporary issues affecting education including:
   - influences of the Federal, state, and local governments;
   - trends in related disciplines;
   - definition and identification procedures for individuals with disabilities;
   - legal and ethical responsibilities of teachers;
   - technology;
   - societal factors;
   - school/educational reform movements.

Nature of Schools

Role of the School

1. Identify the roles, responsibilities, and contributions the following make to the professional team, to the overall functioning, and to the organization of the elementary school:
   - general education teachers
   - special education teachers
   - psychologists
   - physical therapists
   - occupational therapists
   - guidance counselors
   - principals
   - librarians
   - nurses
   - secretaries
   - lunchroom workers
   - supervisors
   - directors of after school programs
   - parent volunteers, etc.

2. Describe the philosophy and rationale of providing special education services to students with exceptionalities.

3. Identify the role and utilization of the paraprofessional.

4. Gain an overview of the elementary school curriculum.

5. Foster parent involvement and support of the school program.

6. Identify local and system organizational patterns.

Programs and Services within the School

1. Describe student programs and services that are available within the school system for all students of various ages including:
   - preschool
   - counseling
   - speech
   - special education
   - homebound
   - free lunch
   - music
   - art
   - physical education
   - others

2. Identify and describe aspects of guidance and counseling which apply to the elementary school setting including the following:
   - social and cultural influences on children
   - self-concept
   - communication skills
   - classroom management and group process skills
   - appraisal assessment
   - career development

3. Describe the following with regard to school programs for students with disabilities:
   - placement alternatives
   - program goals
   - instructional strategies
   - program rationale
   - service delivery models (advantages and disadvantages)
   - personnel

Programs/Services Outside of School

1. Identify referral agencies, community resources, and the coordination involved in the provision of services for students of various ages and disabilities and with needs associated with the following:
    - safety
    - neglect
    - abuse,
    - hunger
    - clothing
    - physical
    - mental health

Teacher as a Professional

Personal Philosophy

1. Establish and defend a professional philosophy of learning, teaching, and special education.
2. Base decision making upon reflections of a personal philosophy of education for all children and special education and related services for those who require it.
3. Identify the philosophy of special education and related services.
4. Recognize models, theories, and philosophies that provide the basis for elementary and special education practice.
5. Question and accept or reject commonly held notions about teaching and schooling.

Teaching Attitudes

1. Base teaching practices on the knowledge of child development and individual needs.
2. Develop a professional attitude towards teaching in the specific content areas including:
    - science
    - social studies
    - language arts/literacy/literature
    - math
    - physical education
    - music
    - art
3. Demonstrate a positive attitude toward instructional media and technologies by utilizing them often in the educational setting.

Self Growth

1. Develop a strong professional grounding to enter the teaching profession as a sensitive and intelligent educator.
2. Demonstrate reflective thinking abilities and utilize self-evaluation.
3. Recognize the need for professional growth and seek avenues for professional development.
4. Plan to pursue graduate studies in his/her field to renew certification and/or earn the M.A. degree.
5. Consistently read, discuss, and critically analyze magazines, journals reports, etc. that relate to education.
6. Read and make reflective decisions concerning the use of ideas, research, shared practice, standards, etc. from professional journals, reports, and publications.
7. Engage in self-evaluation of personal knowledge, beliefs, and expectations that shape classroom practice and influence student achievement.
8. Identify funding sources and procedures used for writing educational mini-grants.

Professional Organizations

1. Identify and become affiliated with education professional organizations including those which may benefit individuals with disabilities, their families, and/or colleagues.
2. Utilize resources provided by professional organizations.
3. Participate in local, state, regional, and national conferences sponsored by professional organizations.

Understanding and Using Research

1. Identify and critically analyze current educational research.
2. Identify and critically analyze educational information found in education journals and journals in related disciplines.
3. Identify, collect, and process information to support reflective decisions.
4. Translate relevant educational research findings into effective classroom- based practice.
5. Critically analyze current research regarding the application of cognitive and social development on classroom instructional practices.

6. Utilize research in the classroom when planning, implementing, and revising educational strategies.

Basic Technology Literacy

1. Identify and describe major hardware components of a microcomputer system an d their functions including:
   - input devices
   - output devices
   - storage devices
   - processors
   - interactive devices

3. Identify two basic components of the CPU: control unit and ALU.

4. Recognize that the CPU interprets data in binary code and processes instructions originally written in a programming language.

5. Identify data storage media and the advantages and disadvantages of storing data on various forms of media.

6. Recognize the functions of an operating system.

7. Recognize the necessity and purpose of formatting or initializing data diskettes.

8. Identify, describe, and use features and common applications of the following software for the Macintosh and IBM-based computers:
   - word processing
   - desktop publishing
   - database
   - spreadsheet
   - telecommunications
   - hypermedia

   including the following skills:
   - initializing a disk
   - entering and correcting data
   - printing
   - effective management

9. Use a computer managed system.

10. Define computer vocabulary /terms/ concepts including:
    - integrated software
    - types of software by use
        - expert system
        - simulation
        - tutorial
        - drill
        - application
    - uses of application software in given educational settings.

11. Identify current and possible future applications of computers in education.

12. List sources of information on computers in education.

13. Identify educational careers associated with computer technology.

14. Evaluate and operate at least two administrative packages.

15. Utilize the computer to generate materials for use in the production of classroom materials.

16. Demonstrate the basic techniques needed in the production of various types of instructional media (graphics, slides, display boards, transparencies, videotapes, etc.)

Record Keeping

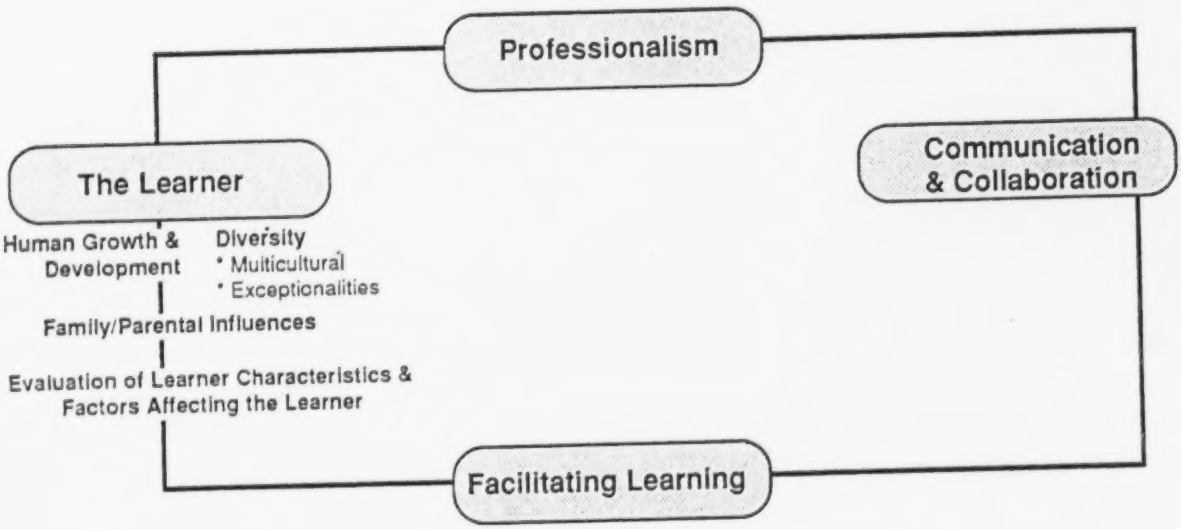
1. Create and maintain student records using technology.

2. Create and maintain records of student performance which contain a variety of sources of data (e.g. test scores, anecdotal evidence, permanent products created by the student, etc.).

3. Maintain complete organized records of required forms (e.g. cumulative records, permission forms, attendance reports, referral forms, etc.) for individual students.

4. Document, using anecdotal record keeping, unusual events or behavior of students or other persons associated with the school.

The Learner



Human Growth and Development

1. Identify and analyze major components of human development theories including the theories of Erikson, Piaget, Kohlberg, and Vygotsky.

2. Identify components of human development with special emphasis on cognitive, language, physical , social, personality, and emotional development, both typical and atypical (e.g. children with exceptionalities), from birth to adolescence and the effects of development on learning.

3. Discuss prenatal, perinatal, and postnatal factors which may contribute to normal and abnormal development in children.

4. Discuss the impact of cultural variables on the development of children.

5. Identify and describe the following factors pertaining to language development:
   - the relationship of linguistic and nonlinguistic aspects in communication
   - social precursors
   - human variance (e.g. dialects and bilingualism)
   - the relationship between language and cognitive development and the impact of language development on learning and cognitive development

6. Identify and describe developmental states of literacy (e.g. reading, writing and spelling) and their impact upon curriculum planning with regard to the following:
   - readiness
   - literature selection
   - instructional strategies

7. Identify and describe the following factors pertaining to speech development:
   - distinction between normal and abnormal problems
   - problems normally associated with oral skill acquisition

8. Identify musical capabilities of children at various developmental levels and how music instruction can facilitate development.

9. Identify general trends in child art development in relation to cultural, psychological, and physical factors that affect individual rates of growth in visual perception, image making, and critiquing.

10. Apply knowledge about development in all areas (social, emotional, physical, and intellectual) in making decisions about curricular and out of school activities, and in guiding children's behavior.

11. Identify the critical influence of the family, school, peers, and community on the development of the child.

Diversity

Multicultural

1. Identify characteristics of culturally diverse students with and without mild disabilities.

2. Describe how multicultural and global aspects are infused throughout the school curriculum.

3. Identify the influence of cultural diversity on assessment, eligibility, programming, and placement of exceptional learners.

Exceptionalities*

* (See Human Development for competency # 2 that deals with comparison of typical characteristics with atypical characteristics).

1. Identify the following for all exceptionalities and the impact they have on learning:
   - prevalence
   - incidence
   - characteristics (e.g. social, psychological, emotional, and multicultural)
   - definitions
   - etiology
   - maintaining factors

2. Identify the impact of the following factors upon the teaching-learning process and discuss how these factors influence perceptions of children with disabilities:
    - socio-economic
    - cultural
    - ethnic
    - environmental
    - medical
    - medical/pharmacological management

3. Identify the impact of education, physical, and psychological disabilities on the individual.

4. Identify normal growth and development (i.e. motoric, perceptual, linguistic, social and cognitive development) and how exceptional learners deviate developmentally from the normal population in each of these areas.*

5. Recognize the likely effects of various handicapping conditions on the communicative competence of individuals.

6. Differentiate mild disabilities of elementary school students from the needs of adolescents and adults with the same disabilities.

7. Identify characteristics and origins of behavior problems in children (e.g. aggression, hyperactivity, depression, withdrawal, etc.).

Family/Parental Influences

1. Identify the changing nature of parent-child relations throughout the years of infancy, childhood, adolescence, and early adulthood.

2. Identify how various family structures affect parenting including the impact of the following family structures and the effects on children in these non-traditional families:
    - single parent families
    - blended families
    - dual career families
    - high risk families

3. Identify the effects of an exceptional child on the family.

4. Identify family life and multicultural patterns in homes and their relationship to the child's progress in school.

Evaluation of Learner Characteristics and Factors Affecting the Learner

Test theory / construction

1. Identify and use various methods of test construction.
2. Identify the need for a theoretical framework within which to make assessment decisions.
3. Describe how to ensure non biased assessment, placement and intervention of students who are culturally, economically, and socially diverse.
4. Identify standardized test terminology concepts, and scores (e.g. reliability, standard error of measurement, standard score, percentile rank, grade score, norm construction, etc.)
5. Distinguish norm-referenced, criterion-reference, formal/informal measurement devices, and alternative assessment procedures and evaluate each for use in diagnosis and assessment of normal and exceptional children.

Application of test instruments

6. Interpret standardized test scores to students, parents, and other educational personnel for children of various social, ethnic, and racial backgrounds with regard to the following:
   - purpose of test
   - validity
   - reliability
   - utility
   - results
7. Describe and differentiate among the most common measures of intelligence and adaptive behavior currently used.
8. Administer and interpret intellectual and achievement measures.
9. Identify and critique assessment techniques used to identify and intervene with students with mild disabilities.
10. Employ systematic observational techniques and standardized measurement devices to assess the social/behavioral performance of normal and exceptional children.
11. Identify the syntactic, morphologic, and pragmatic aspects of language in assessment and intervention.
12. Assess the verbal, nonverbal, receptive, expressive and written language of normal and exceptional children.
13. Conduct a comprehensive case study of a child with mild disabilities, including administration of a diagnostic assessment battery and write an evaluation report of the

learner's competencies in academics, communication, self-help, motor skills, sensory, adaptive behavior, and social-emotional performance.

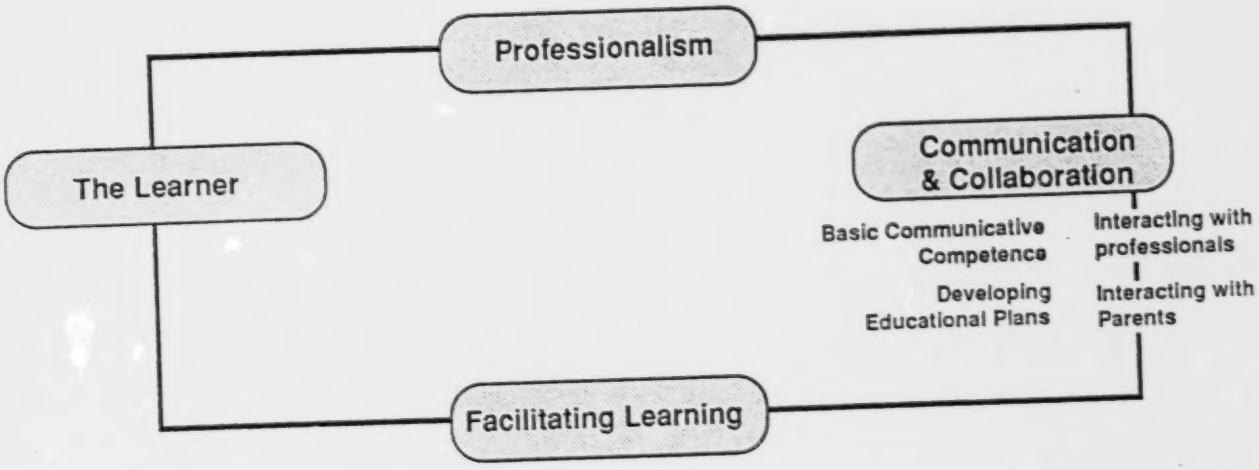
14. Assess selected motor skills in normal and exceptional children.

15. Describe the implication of specific disabilities (e.g. attention deficit, motoric) on assessment/evaluation procedures.

16. Utilize screening procedures to identify students who may qualify as disabled.

17. Identify steps to screening, classification, and placement of exceptional students.

Communication/Collaboration



Basic Communicative Competence

1. Identify social functions of speech communication.
2. Identify and utilize verbal and nonverbal communication (e.g. oral and written) skills essential for professional communication.
3. Give credit to others for their ideas and accomplishments.
4. Be willing to say "I don't know...let's find out." when appropriate.
5. Engage in critical and creative thinking to solve problems, explore controversial issues, and form and defend positions.
6. Evaluate logic of the evidence the students and others have used to establish positions.

Interacting with Professionals

1. Describe the collaborative consultation process and demonstrate knowledge of various stages/phases of the consultation process.
2. Recognize that successful and lasting solutions require commonality of goals and collaboration throughout all phases of the problem solving process.

3. Identify the importance of communication and collaboration to promote interaction with students, parents, and school and community personnel.

4. Collaborate and advocate with team members within a school to coordinate and provide needed services which accommodate the educational, social, and vocational needs of all students.

5. Modify myths, beliefs, and attitudes that impede successful social and educational integration of students with disabilities into the least restrictive environment.

6. Demonstrate knowledge of communication and conference techniques, interpersonal and group relations, and techniques for working with colleagues as a member of an instructional team.

7. Work and communicate effectively in establishing and modifying student's instructional programs in cooperation with students, parents, and other involved professionals using effective communication skills including:
   - interpreting nonverbal communication of self and others (e.g., eye contact, body language, personal boundaries in space in appropriate context;
   - utilize active ongoing listening and responding skills to facilitate the consultation process (e.g., acknowledging, paraphrasing, reflecting, clarifying, elaborating, etc).
   - showing respect for individual differences in physical appearance, race, sex, disability, ethnicity, religion, socioeconomic status, or ability;
   - give and solicit continuous feedback which is specific, immediate, and objective.
   - exhibit caring, respectful, empathic, congruent, and open in consultation interactions;
   - respect divergent points of view, acknowledging the right to hold different points of view and act accordance with convictions;

8. Demonstrate effective collaborative problem solving skills including:
   - interviewing effectively to elicit information, share information, explore problems, set goals and objectives;
   - generating a variety of problem solutions through brainstorming techniques.
   - evaluating alternatives to anticipate possible consequences, narrow and combine choices, and assign priorities.
   - integrating solutions into a flexible, feasible, and easily implemented plan of action relevant to all persons affected by the problem.

9. Identify benefits and negative effects which could result from change efforts.

10. Develop role as a change agent including:
    - implementing strategies for gaining support, overcoming resistance
    - practice reciprocity of roles between the consultant and consultee in facilitating the consultation process.
    - facilitating progress in consultation situations by managing personal stress, maintaining calm in time of crises, taking risks, and remaining flexible and resilient.
    - assume joint responsibility for identifying each stage of the consultation process and adjusting behavior accordingly.
    - match consultation approaches to specific consultation situations, settings, and needs.
    - adjust consultation approach to the learning stage of individuals involved in the consultation process.
    - pursue issues with appropriate persistence once they arise in the consultation process.

11. Manage timing of consultation activities to facilitate a mutual decision making at each stage of the consultation process.

12. Apply the principle of positive reinforcement to one another in the collaborative team situation.

13. Manage conflicts and confrontation skillfully throughout the consultation process to maintain collaborative relationships.

14. Adopt a "pilot problem solving" attitude recognizing that adjustments in the plan of action are to be expected.

Interacting with Parents

1. Identify the importance and foster a cooperative partnership between the home and school in the provision of a quality educational experience, particularly with regard for exceptional children's' educational programs.

2. Demonstrate interpersonal skills for communicating effectively with parents including conferencing and use of notes, letters, and newsletters to communicate curriculum topics, themes, current classroom events and dates, and samples of children's work.

3. Identify and assist in implementing strategies involving parents, other professional personnel, and community groups in the instructional program in the school.

4. Identify typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.

5. Identify parenting strategies and resources and the implications of these for home and school.

6. Explain to parents and other involved professionals, the learner's educational program, progress achieved, and current educational needs.

7. Plan and conduct collaborative conferences with other involved professionals and/or parents in establishing, communicating, and implementing the goals and essential characteristics of the planned educational program.

8. Demonstrate knowledge of techniques and procedures for working with families of exceptional children and to assist them in understanding and implementing programs for their children who require special education services.

9. Assess the functioning of a family with an exceptional child and prepare an intervention plan.

10. Identify productive and counter-productive ways in which professionals can work with parents and family of children with mild disabilities.

11. Use and interpret assessment results to communicate effectively with parents.

Developing Educational Plans

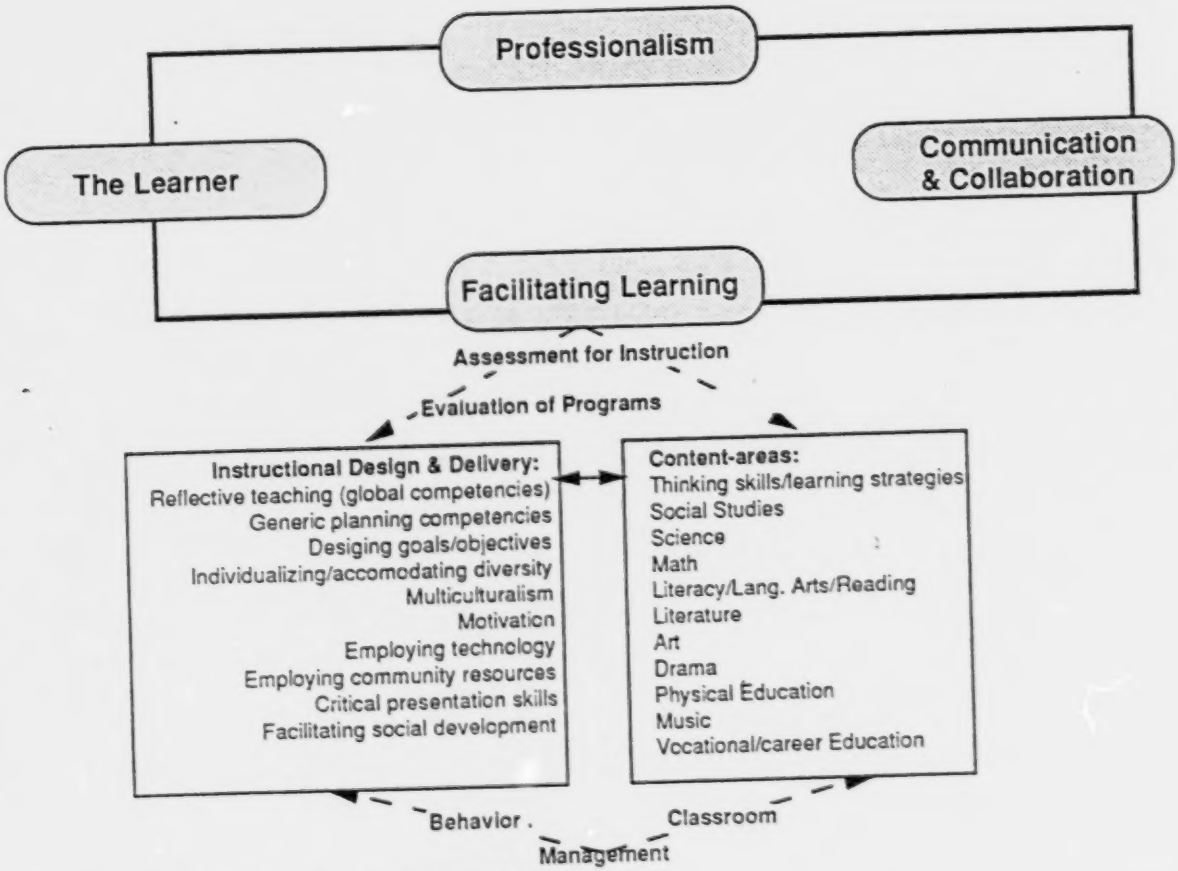
1. Identify components of an IEP and discuss rationale for them.

2. Identify the process for IEP development.

3. Plan and conduct an IEP meeting including:
   - explain rational and purpose of IEP meeting to a parent.
   - explain legal rights to a parent
   - use assessment data to determine present levels of functioning
   - use assessment data to formulate IEP goals and objectives
   - facilitate decision making process among participants (including student) in IEP team and coordinate an IEP team meeting including pre-meeting processes, forms, etc.

4. Assist professionals and parents in implementing individualized educational programs for exceptional students.

Facilitating Learning



Assessment of Instruction

1. Describe theory, strengths and limitations associated with using curriculum based assessment instruments, including reliability and validity of various test item formats.

2. Demonstrate ability to create and use appropriate individual and group assessments which are objective, reliable, and responsive measures devised to evaluate planned outcomes and purposes, including assessment devices which:

   - utilize multiple-choice, essay, matching, and true/false items;
   - are based on *curriculum based assessment* (CBA) procedures;
   - can be used to enhance planning for instruction with large groups, small groups, and individuals with special needs; and

- are appropriate for age, developmental level, learning styles, and special needs of children with disabilities.

3. Develop and use curriculum based assessment instruments which measure learning/performance in:

   - achievement (e.g., reading, language arts, math, science, social studies, etc)
   - thinking
   - behaviors
   - products
   - affect & social emotional adjustment
   - self-help

4. Maintain a system of continuous and varied assessment of instruction and behavior outcomes and use these data in the design of the ongoing educational program including:
   - sequencing learning objectives;
   - assessment of student's stages of learning (e.g., readiness, acquisition, proficiency, maintenance, generalization) within specific skill areas;
   - analyzing students error patterns as guides to revising instruction;
   - employing direct, frequent measurement of student progress toward mastery of learning objectives;
   - developing and using procedures which document students progress in specific curriculum areas (e.g., progress charts, checklists, etc).

5. Demonstrate ability to match appropriate assessment procedures and devices with assessment purposes.

6. Use curriculum based assessment procedures in the formulation of students grades so that grades.

7. Identify the limitations and issues associated with using grades to report student progress.

Evaluation of Programs

1. Use and interpret the results of informal and formal assessment measures as a basis for program evaluation.

2. Evaluate the overall effectiveness of classroom methods, materials, and management procedures used with students with disabilities.

3. Evaluate effectiveness of programs and services for students with diverse needs.

2. Demonstrate ability to administer, score, and interpret commercial test instruments and use these data to evaluate the effectiveness of school programs.

Instructional Design and Delivery

Reflective teaching (global competencies)

1. Describe the general characteristics of basic teaching strategies, methods, and grouping.
2. Utilize teaching skills of planning, implementing, and evaluating learning experiences appropriate for the developmental ability and interest levels of all students.
3. Select appropriate curricular objectives, materials and strategies to meet the needs of the elementary-aged student with mild disabilities .
4. Reflect upon instructional decisions taking into account influences of school, home and community on student learning with particular concern for multicultural influences and differing ability characteristics of students.
5. Utilize practicum experiences to develop skill as a reflective decision maker.

Generic planning competencies:

1. Demonstrate knowledge of content within the elementary curriculum in accordance with the Alabama courses of study and other appropriate resources such as curriculum guides and Alabama Kindergartens.
2. Develop, plan, and evaluate methods of instruction which are developmentally appropriate to teach said curriculum which includes the following disciplines: health education, language arts/reading, mathematics, music, physical education, sciences, social sciences, and fine arts.
3. Develop integrated learning experiences for children that facilitate development and learning in all areas: cognitive, language, physical, social, emotional, and aesthetic.
4. Integrate all curriculum areas including biological and physical sciences, fine arts, health education, language arts/reading, mathematics, physical education, and social studies.
5. Analyze the developmental appropriateness of curriculum for all children including the culturally diverse and those with special needs.

6. Assess the organization, readability and content of student textbooks for each area of the curriculum.

7. Assess computer software and other resources for use as learning tools in each area of the curriculum.

8. Plan and arrange an activity-oriented, stimulating learning environment that fosters self-directed learning and meets the needs of students with varied learning styles, including students in special populations.

9. Use learning objectives as a basis for planning instruction rather than textbooks and workbooks.

10. Promote student success by matching instructional materials to skill levels, providing materials that are somewhat new and challenging but relatively easy for students to assimilate to existing knowledge. Practice and application opportunities ensure that this knowledge will be used and learned.

11. Select, adapt, and use instructional strategies and materials according to characteristics of the learner and plan interventions for those who experience academic difficulties; and revise curricular scope and sequence to accommodate individua l student needs.

12. Select or modify goals and objectives so that content taught will meet standards of age appropriateness, overall relevance, objectivity, validity and is free of bias.

13. Plan instruction to incorporate both what the teacher already knows (e.g. , existing knowledge of subject matter and how to teach) and what the student already knows (e.g., existing knowledge of facts, experiences, and strategies for learning) related to the instructional content.

14. Asses the effectiveness of widely implemented, carefully observed and studied instructional programs and modify to achieve the greatest amount of learning in the classroom.

15. Expect students to master the curriculum and remain productively engaged in academic study.

16. Collaborate to implement program and learning procedures that draw on both regular and special education staff and resources.

Designing Goals and Objectives:

1. Generate teaching objectives from common educational goals for all students.

2. Establish short and long term instructional objectives in academic and behavicral areas appropriate for needs of individual student with diverse learning needs.

3. Write complete lesson plans designed to meet the needs of children with varied academic levels and learning needs.

4. Design instructional objectives that are measurable and observable which can be matched to the intended evaluation measure.

5. Translate objectives into active learning experiences that present students with opportunities to (a) use what they already know about the subject matter (e.g., their prior knowledge) and (b) make meaningful and valid connections between the new subject and their existing knowledge structure (e.g., their schemata).

6. Evaluate, select, and create materials needed for learning experiences to match objectives for learning.

7. Develop instructional programs for students having difficulty in specific content areas that incorporate study strategies, task structures, instructional materials, and information organization.

8. Utilize assessment data to develop IEP, IFSP, or other individual learning plans.

9. Use task analysis for instructional purposes.

10. Sequence learner's objectives and activities in relation to hierarchy of skills.

11. Plan, implement, and evaluate an integrated unit of instruction over a period of several weeks.

Individualizing/accommodating diversity

1. Facilitate the integration and inclusion of exceptional individuals in various classroom settings.

2. Develop an appreciation for the need for individualization of approaches in educating all children.

3. Plan for the individual needs of children, including children with special needs and children from diverse backgrounds by modifying objectives and adapting curriculum materials as necessary to personalize instruction for children.

4. Develop adaptive teaching approaches to provide equal opportunity to reach common educational goals despite individual differences in aptitude.

5. Facilitate equal learning opportunities by showing respect for individual differences in physical appearance, race, sex, handicap, ethnicity, religion, SES, or ability.

6. Design individualized programs with built-in provisions for assisting students in making their own learning adaptations.

7. Utilize small groups for direct instruction, peer tutoring, cooperative learning, etc. to facilitate student learning.

8. Provide a balance of instruction through student-teacher interactions, interaction with curricular material, student initiated work, computer work, etc. to maximize student learning and meet the needs of each child.

9. Design learning activities that actively engage students who have a wide range of aptitudes.

10. Implement behavior management strategies which lead toward educational objectives and are based on best practices.

11. Assist speech, physical and occupational therapists as needed and implement joint recommendations for students with mild disabilities.

12. Assist special educators, librarians, counselors, principals, etc. in working as a team to implement educational programs and services.

Multiculturalism

1. Accommodate factors that influence the academic and social achievement of linguistically and culturally diverse students into planning a developmentally appropriate curriculum for all children.

2. Identify multicultural issues in instruction and the relevance of instructional materials for the culturally diverse learner.

3. Model, teach and integrate multicultural awareness, acceptance, and appreciation throughout the curriculum.

4. Utilize alternative techniques for adapting the school program for children from diverse cultural backgrounds as appropriate.

Motivation

1. Identify and describe principles of motivation and learning theories related to behavioral, cognitive, and information processing.

2. Observe and analyze methods of motivation used in various classroom settings.

3. Draw upon children's interests and everyday experiences to enable them to set realistic goals and achieve success through learning activities, using materials and books, using technology, etc. which are designed to foster students' self-esteem.

Employing Technology

1. Select and utilize technological advances for instruction including microcomputers, software and other instructional media.
2. Identify examples of the application of computer technology in various curriculum areas.
3. Employ current research findings and technological advances to increase the likelihood of student progress--especially students with mild learning and/or behavior disabilities.
4. Create and/or utilize commercial educational media and computerized materials for student learning and evaluate the effectiveness of the chosen material.
5. Select media and methods that would be most appropriate for different audiences and learning objectives.
6. Describe the advantages, limitations, physical characteristics and instructional application of various forms of media and technology.
7. Utilize the elements of the instructional design process when planning lessons.
8. Identify and use appropriate media information sources and evaluation techniques when selecting commercially prepared audiovisual materials.
9. Identify and apply criteria for evaluating and selecting software for children of multiple abilities by utilizing the major sources of evaluative information on instructional software.
10. Identify and apply criteria for evaluating computer hardware and related equipment for a specified educational setting.
11. Evaluate and implement computerized materials for specific teaching and learning situations.
12. Evaluate the appropriateness and effectiveness of infusing computerized materials into specific teaching/learning situations.
13. Identify instructional strategies for the use of computer technology and use when appropriate within each curriculum area.
14. Identify types of educational software by use: tutorial, drill, problem solving, computer-managed instruction, applications, and simulations.
15. Identify the common applications of graphics software in educational settings and in settings outside education.
16. Describe and implement effective use of computerized teaching materials into classroom activities.

17. Describe the functions of spreadsheet software in instruction.

18. Plan for use of databases, spreadsheets, and word processing in daily lessons and units of study.

19. Evaluate and use at least two instructional management packages.

20. Identify application of technology for exceptional learners as consumer and producers of technology.

21. Select prosthetic devices to augment the communicative competence of handicapped individuals.

22. Match capabilities of instructional technology to specific subject matter and student's instructional needs.

Employing Community Resources

1. Become aware of the teaching resources available throughout the community, such as families, free materials, learning sites, interested citizens, etc.

2. Demonstrate knowledge and use of community agency materials and/or personnel with impact on the elementary school program.

3. Utilize community and state businesses and foundations which fund mini-grants to improve the classroom or school learning environments.

Critical presentation skills

1. Employ various techniques, strategies, curriculum models, literacy models and programs for promoting maximum development of children, including appropriate intervention methods for students with special needs.

2. Reflect upon children's reactions to the strategies chosen by the teacher and observe student learning and behavior patterns and responses.

3. Utilize the principles of learning theory when planning and creating the classroom setting.

4. Use manipulative materials and play as instruments for enhancing development and learning.

5. Plan educational services to effectively facilitate the student's ability to utilize receptive and expressive learning skills within a climate which fosters inquiry, exploration, and academic freedom.

6. Improve the speech proficiency of the student population by presenting himself/herself as a model in the use of language.

7. Focus teacher talk on academic rather than procedural or managerial matters; ask questions and give feedback rather than lecture.

8. Give appropriate feedback to students' verbal responses (e.g., acknowledging, rephrasing, restating, elaborating, incorporating relevant student comments, waiting for responses, encouraging student questions and redirecting them to the class).

9. Adjust questioning patterns to the students' ages and ability levels.

10. Provide opportunity for students of all ages and abilities to respond to thought-provoking, divergent questions that require critical thinking and problem solving.

11. Encourage student response by asking only one question at a time, phrasing questions clearly and at appropriate levels of difficulty so that most answers are correct, and allowing ample wait-time for a response before calling on another student.

12. Structure presentation of instruction to improve student information processing (e.g., focus on clear, organized presentation of essential and meaningful information, with ample repetition and review).

13. Utilize a variety of instructional methods and materials appropriate for particular topics and situations, such as student participation in hands-on activities, interdisciplinary instruction, flexible grouping patterns, and cooperative learning.

14. Structure lessons by beginning with overviews, advance organizers, or review of objectives; outlining the content and signaling transitions between lesson parts; calling attention to main ideas; summarizing subparts of the lesson as it proceeds; and reviewing main ideas at the end.

15. Introduce concepts by systematically sequencing examples and nonexamples according to their relevant and irrelevant attributes (e.g., examples of the concept are presented first, these examples vary one irrelevant attribute at a time; nonexamples are then presented that refine and focus the learner's attention to the relevant attributes of the concept).

16. Use task analysis as a tool for breaking complex behaviors into component parts and determining the sequence in which those components should be taught.

17. Maximize student success by having students move in small steps through new objectives, practice new learning to mastery level, integrate new learnings with old, and generalize learning to applied situations.

18. Minimize student errors by choosing tasks students can handle without frustration, explaining tasks clearly before beginning work, and monitoring performance to provide immediate help and corrective feedback when needed.

19. Provide content to students though student-teacher interactions (e.g., through brief presentations or mini-lessons following by application opportunities) rather than relying on workbooks or passive curricular materials to convey information.

20. Construct concepts by providing invitations, explorations, explanations, and action steps for learning.

21. Counteract negative performance of low achieving students by providing for continuous progress and consistent success; by training students to set realistic goals; and by teaching students to attribute their failures to lack of effort rather than lack of ability, when appropriate.

22. Provide practice and application opportunities that are effective and appropriate in amount through varied independent learning activities.

23. Teach for positive transfer (both specific transfer of basic skills to more advances subjects and general transfer of principles, attitudes, and problem solving for life in a complex society).

24. Teach transference of academic/ school learning to adult life realities.

25. Use strategies for facilitating maintenance and generalization of skills across learning environments.

26. Adjust pacing of lessons to accommodate for both the level of abstraction and complexity of the content and the developmental and ability levels of the students.

27. Develop a range of teaching methods that vary in their reliance on particular learner aptitudes by placing instructional demands on areas of student strength and remediating areas of weakness.

28. Evaluate classroom instruction by effective teacher practices.

Facilitating Social Development

1. Describe and model reflective teaching practices that provide for the instruction of social skills in students.

2. Outline procedures designed to assist children in developing social skills.

3. Design and implement specific remedial social skill interventions.

4. Implement guidance techniques for developing positive self-concept, self-confidence, and interpersonal relations as well as coping and decision-making skills in students with differing abilities.

5. Maintain positive emotional climate through programs that increase self-esteem and acceptance of physical, ethnic, and intellectual differences among students.

6. Establish positive, interactive communication with students to prevent problems and to manage problems as they arise (e.g., active listening and responding; willingness to learn from student; win-win conflict resolution).

7. Incorporate into instruction specific teaching objectives for socialization students and promoting their affective and personal development in addition to their academic achievement.

8. Teach appropriate social skills and provide ample opportunity for students to practice them.

9. Utilize several methods of affective education.

10. Evaluate the following methods used in values education--indoctrination, values clarification, moral dilemmas, role playing, and creating empathy.

11. Utilize the skills of effective counseling.

12. Design a learning environment that encourages active participation by learner in a variety of learning activities that provide feedback for peers and for adults (e.g., cooperative learning, peer tutoring, etc.)

13. Foster learning in small, mixed-ability groups by structuring lessons so that students have joint responsibility for shared goals as well as individual accountability for mastery of those goals.

14. Use cooperative learning experiences to facilitate motivational outcomes (e.g., persistence, peer support, self-esteem, positive self-attributes), as well as academic achievement for lower as well as higher achievers.

15. Utilize large and small group instruction to maximize opportunities for accepting feelings, praising, and using student ideas, and to minimize the need to give directions or criticize.

16. Create integrated learning environments by use of cooperative learning experiences to structure positive interactions between students with and without handicaps within instructional situations and during free time, as well as to increase friendships among them.

17. Guide students in the use of leisure time.

Content areas

Thinking skills/ learning strategies

1. Integrate the teaching of thinking skills into the total instructional program.
2. Recognize which teacher behaviors discourage and which encourage students' thinking abilities.
3. Understand the role of thinking skills instruction for students of varying abilities, characteristics, and cultures.
4. Distinguish cognitive and affective components in thinking skills instruction.
5. Identify meta-cognitive strategies critical to improving thinking.
6. Examine definition/taxonomies of thinking skills as used in several major models for thinking skills instruction, including models developed in the U.S. and in other countries.
7. Identify formal and informal assessment techniques for evaluating student progress in thinking skills.
8. Use research literature to critique major models/programs for thinking skills instruction.
9. Develop instructional plans which pose questions at various cognitive levels for curricular topics/units in different disciplines.
10. Demonstrate personal use of a variety of thinking skills in class simulations/activities.
11. Reflect on and discuss personal use and development of thinking skills.
12. Develop a global perspective through the use of models for thinking on world issues.
13. Present problems/tasks for students to think about and guide their thinking.
14. Develop the basic competencies in the training program for Talents Unlimited.
15. Implement and evaluate thinking skills instruction with targeted groups of students.
16. Use metacognitive debriefing strategies to help targeted students evaluate their thinking.
17. Provide opportunity for students of all ages and abilities to listen critically and respond to thought-provoking, divergent questions that require critical thinking and problem solving.
18. Identify and implement appropriate procedures to maximize thinking and study skills at the elementary level.

19. Provide opportunities for students to take responsibility for their own decision-making process and to express their thinking.

20. Demonstrate knowledge of programs and strategies that enhance growth in conceptual development, creative expression, critical thinking, problem solving, decision making, and independent learning.

21. Use instruction in learning strategies (e.g., elaboration, organization, comprehension monitoring, and affective strategies) to influence the cognitive processes that students use in learning new information.

22. Apply a systematic approach to teaching learning strategies by using the following instructional sequence: assessment of necessary strategies for the curriculum, direct instruction on the strategies, and evaluation of student mastery.

23. Assist students in developing independent study behaviors needed for learning course content, preparing assignments, and taking tests.

Social Studies

1. Discuss the role of the following in the social studies curriculum: history, social sciences, current affairs, social issues, citizenship, and socialization.

2. State an acceptable definition of social studies.

3. Write objectives reflecting the content, skills, and attitudes appropriate for social studies lessons.

4. Describe three approaches to the teaching of social studies: experiential, concept development (or guided discovery), and open inquiry (or problem solving or hypothesis-generation).

5. Design a variety of lessons in social studies to include: an experiential lesson, a concept lesson, and an inquiry lesson.

6. Locate sample lessons and units in the ERIC file and other appropriate educational resources.

7. Outline the correct sequence for teaching map and globe skills.

8. Identify the strengths and weaknesses of using globes and maps.

9. Develop and use a map skills game.

10. Differentiate between educational games and simulations and their roles in social studies education.

11. List procedures used in teaching research skills.

12. Discuss the importance of the development of chronological skills and suggest procedures that assist children in developing these skills.

13. Become familiar with social studies computer software and other technological media.

14. Develop and teach a social studies resource unit.

Science

1. Develop a more favorable attitude toward the teaching of science in addition to increased personal interest in science.

2. Develop a professional attitude toward teaching science which involves reflective thinking, formulating hypotheses, and attempting to solve problems, in science teaching situations and through selecting additional, self initiated activities leading to more effective science teaching.

3. Demonstrate an understanding of the nature of science in the elementary school as a search for regularities in nature, based on observation, involving information processing, and natural human activity involving objectives in the areas of knowledge, skills and attitudes.

4. Construct and utilize plans for lessons, units, and learning centers based on the development of science process skills.

5. Demonstrate the use of a preassessment strategy of student needs leading to the prescription of an appropriate sequence of science instruction using science textbooks.

6. Select and use a variety of learning methods appropriate to a specific strategy relating to student learning needs, science content of thinking skills, and classroom context.

7. Plan lessons in science skills, concepts, and generalizations using the instructional strategy of the "learning cycle".

8. Plan, teach, and critique a unit sequence of science learning activities based on the "learning cycle" and knowledge of a prior needs assessment.

9. Describe the nature, scope and rationale of the more commonly utilized science textbooks, available computer software, and teaching resources.

Math

1. Understand and reflect upon mathematics concepts in grades K-6.
2. Provide instructional techniques to teach mathematics to all pupils.
3. Understand, apply, and reflect on various learning theories in mathematics education.
4. Assess and made decisions concerning the appropriate use of various formal and informal techniques for the evaluation of instruction in mathematics.
5. Make appropriate reflective decisions concerning teaching and learning in mathematics with special needs children and children from other cultures.
6. Assess selected mathematical skills in exceptional children.
7. Determine appropriate math instructional techniques for individual exceptional children.
8. Enable students to become life-long problem solvers.
9. Enable students to become reflective decision makers and problem-solvers.
10. Model and foster a positive attitude toward mathematics and learning.

Literacy/Language Arts/Reading

1. Define the scope of an integrated language arts program in the elementary school.
2. Develop a personal philosophy regarding language arts instruction.
3. Utilize knowledge of current theories, research, and practices within language arts instruction.
4. Develop materials and activities to reinforce the language arts as well as locate and critically analyze commercially available materials.
5. Implement process writing activities based on knowledge of a writing workshop.
6. Locate and use available technology as teaching and assessment tools.
7. Demonstrate effective, acceptable communication skills in speaking, writing, listening, and reading activities.
8. Demonstrate competency in an appropriate handwriting model--both manuscript and cursive--to be used in the classroom.

9. Recognize special literacy needs of culturally diverse students, language delayed students, and students with multiple abilities.

10. Plan, implement, and evaluate appropriate instructional activities and procedures for children of multiple abilities at various stages of development in the acquisition of communication skills.

11. Demonstrate professional attitudes toward accepting responsibility for making decision regarding choices of organization and grouping strategies, choices of materials and technology, and planning activities.

12. Utilize a variety of assessment techniques and use the results for feedback and planning further instruction.

13. Create a print rich environment to develop emergent and early literacy acquition in the classroom.

14. Use shared reading experiences and the structure of natural learning as a basis for literacy instruction.

15. Establish a learning environment that is conducive to wide reading within a classroom climate that communicates that reading is valued behavior which can satisfy life-long needs and desires.

16. Demonstrate knowledge and understanding of current theory and practices in teaching reading to elementary age children.

17. Demonstrate knowledge and understanding of current research findings relative to reading instruction.

18. Utilize a variety of approaches and materials including technology that is appropriate for reading instruction and management.

19. Utilize a variety of instructional strategies which meet the needs of children of multiple abilities.

20. Utilize a variety of organizational patterns and grouping strategies and adjust these as needed for effective reading instruction.

21. Develop an appreciation for the reading process and understand the total reading process: word recognition and decoding, comprehension, study skills, content reading skills, appreciation, and literacy skills.

22. Recognize the principles and stages of readiness and develop means and techniques of assessing readiness.

23. Utilize a variety of strategies and techniques for developing word recognition and word attach skills.

24. Develop skills in teaching comprehension of reading materials of various kinds and levels and employ appropriate strategies for developing children's comprehension ability.

25. Utilize a variety of methods for children to learn and use study skills.

26. Plan, implement, and evaluate instructional strategies and sequences in teaching reading.

27. Assess children's developmental stage for reading and be able to use assessment results to plan developmentally appropriate activities for nurturing the development of children who display normal abilities or who may be experientially deprived, intellectually disabled, or physically impaired.

28. Explore and analyze reading materials in the content fields to determine readability factors and plan strategies for assisting children in their reading of such materials.

29. Utilize a wide range of evaluative techniques for determining children's achievement in reading.

Children's Literature

1. Identify and understand the values of using literature with children by developing a rational for its use in the classroom.

2. Demonstrate the ability to read-aloud according to predetermined criteria as evaluated by self and peers.

3. Identify and use appropriate professional publications and review media to guide in selection and use of materials, books, and software.

4. Recognize analytical criteria for plot development, characterization, setting, theme, style, point of view, and non-stereotypes; evaluate children's books according to these criteria.

5. Develop instructional approaches for teaching plot development, characterization, setting, theme, style, and point of view.

6. Evaluate Mother Goose, toy books, alphabet, counting, concept, wordless books and easy-to-read books; describe and demonstrate strategies for using the picture book genre with children of multiple abilities.

7. Identify characteristics of folktales, myths, fables, and legends; develop strategies for comparing/contrasting folktales from different countries and for investigating folktales of a single country as evidence of cultural values and standards.

8. Evaluate modern fantasy according to point of view, setting, characterization and theme; develop strategies for understanding and appreciating modern fantasy.

9. Identify elements in poetry and demonstrate methods for involving children in poetry.

10. Evaluate contemporary realistic fiction; develop strategies for using contemporary realistic fiction in the classroom.

11. List the criteria for evaluating historical fiction and understand the chronological order of events in an historical time line; analyze similarities and differences between themes developed during different historical eras; develop strategies for integrating into content areas.

12. Evaluate biography and informational books and demonstrate their use in teaching reading in the content areas.

13. Reflect upon decisions made in relation to instructional choices regarding children's books and their use with children of multiple abilities.

Art

1. Become reflective decision makers who can facilitate problematic art learning experiences for children of multiple abilities in grades kindergarten through sixth.

2. Gain an overview of past and current trends of art in general education.

3. Identify and select appropriate concepts and goals for basic elementary art curriculum.

4. Develop art lessons for teaching art history, art criticism, and art studio for specific groups of children.

5. Develop a variety of techniques and strategies to evaluate student progress and the elementary art program.

6. Manage materials and utilize grouping strategies for the teaching of art.

Drama

1. Demonstrate knowledge of the history, theories, and techniques necessary to teach the interpretative arts, (e.g., oral interpretation, choral reading, and storytelling).

2. Demonstrate knowledge of the history, theories, and techniques necessary to teach creative and improvised drama (e.g., role play, pantomime, puppetry, shadow plays, and games involving dramatic activities).

3. Plan an effective range of dramatic activities that facilitate creative responses from children of multiple abilities.

4. Organize, direct, stage and produce various types of dramatic activities.

5. Create materials and draw upon those that are commercially available.

6. Integrate dramatic activities across the elementary curriculum.

Physical Education

1. Understand that physical education activities have a purpose beyond fun, and that they are included in a program to accomplish a given purpose.
2. Respect the role developmental stages play in the planning and organization of movement experiences for children.
3. Utilize a variety of activities for each of the skill themes and movement concepts that have the potential to improve the motor performance of children.
4. Identify and recognize levels of skill proficiency for motor skills.
5. Identify activities for different skill themes and movement concepts that are "good" and "bad" as related to grade level and/or skill level.
6. Adapt activities to improve their effectiveness for children of multiple abilities.
7. Create or design activities that lead to improvement of motor skills.
8. Teach children of diverse populations demonstrating the use of appropriate teaching skills, methods, and groupings that lead to skillful movement by the children.
9. Assist in the deign and implementation of an adaptive physical educational program.

Music

1. Develop methods for teaching an appreciation of music and ways to integrate music across the elementary curriculum.
2. Participate in movement activities designed to develop an awareness of rhythm: beat, pattern, accent, and phrase.
3. Develop a repertoire of motion songs and singing games appropriate for grades K-6.
4. Explore the relationship between rhythmic skills in movement and beginning reading skills in music.
5. Participate in performance activities utilizing non-pitched percussion instruments suitable for the elementary classroom.
6. Demonstrate ability to conduct echo clapping and singing games.

7. Participate in singing activities designed to focus attention upon beginning activities for the vocal development of the young child.

8. Explore melodic concepts through singing and through the playing of melody instruments to demonstrate concepts of high, low, up, down, skip, step, scale, chord.

9. Explore the relationship between melodic concepts learned through singing and beginning skills in reading.

10. Develop an understanding of vocal development in upper elementary grades as it relates to singing.

11. Demonstrate ability to conduct echo singing and to lead group singing.

12. Demonstrate ability to sing a selected repertoire of songs for beginning singers.

13. Participate in listening activities designed to focus attention on music elements (melody, rhythm, harmony, form, expression).

14. Develop listening skills through the use of "guided listening" with a selected repertoire appropriate for grades K-6.

15. Attend and critique music performances.

16. Develop a knowledge of basic music materials and teaching procedures appropriate for use with children of multiple abilities.

17. Demonstrate reflective thinking in the preparation of lesson plans which include:
    - a statement of musical objectives (skills, concepts)
    - selection of materials for a specific grade level
    - planning of appropriate teaching strategies
    - planning of effective evaluation techniques.

Vocational/Career Education

1. Describe the implications of appropriate career/vocational education for students with mild disabilities, including the transitional aspects of such training.

2. Assess individuals in order to plan for career education.

3. Assess selected pre-vocational and or vocational/daily living skills in exceptional children in order to plan for vocational instruction.

4. Determine appropriate functional and vocational instructional techniques for individuals.

5. Describe Brolin's transitional model of competency-based career education.

Classroom Management

1. Describe the principles of classroom management, theory (e.g., learning theory, social learning theory, and behavior modification), basic methods and techniques as reflected by current research.

2. Describe importance in relation to their effects on student performance and demonstrate ability to use procedures that:

   - model positive teacher attitudes and behaviors;
   - provide a classroom environment which is warm, supportive, convivial, congenial, provides equal learning opportunities, fosters respect for self and others and democratic attitudes, where students feel free to admit to not understanding, but is also outcome oriented;
   - fosters mutual respect and understanding through verbal and nonverbal communication
   - utilize a daily schedule and organization consistent with learners experiencing a sense of routine and consistent structure and rules.
   - optimize time spent on active learning;
   - utilize brief and orderly transitions;
   - balance teacher control with varying degrees of student freedom according to the complexities of learning objectives and student ability and by uses the least amount of power/structure necessary to achieve objectives;
   - facilitate learning by mediating and controlling learning activities and classroom behavior that students have yet to control on their own;
   - minimize time spent on getting organized, dealing with inattention, or resistance.
   - evaluate the physical environment of the school setting/classroom to determine how school plant, facilities space, physical arrangement enhance or discourage the learning process and manage environment accordingly;
   - encourage student accountability for careful, complete work by consistently checking and following up with additional assignments when necessary.

Behavior Management

1. Describe the theoretical origins and range of deviate classroom behaviors including:
   - disruptive (acting out)
   - withdrawal
   - hyperactivity
   - impulsivity
   - defensive
   - aggressive
   - disorganized

2. Describe importance in relation to their effects on student behavior and demonstrate ability to use procedures that:

   - utilize the principles of employing "least-to-most intrusive" and "proactive (prevention) -to-reactive (crises intervention)" management techniques;

   - teach students how to meet behavior expectations by spending an adequate amount of time demonstrating, practicing, and reviewing these behaviors until they become automatic and no longer require frequent teacher direction;

   - teach students to self-manage their own behaviors;

   - utilize varied and specific verbal and nonverbal praise to strengthen and reinforce desired behaviors; utilize planned ignoring;

   - utilize nonpower conflict resolution and minimize use of aversive management strategies.

   - utilize methods for ameliorating conflicts of values;

   - maintain student discipline by articulating expectations for conduct, monitoring compliance regularly, and following through consistently with reminders, redirection, consequences, or reinforcement when necessary and by responding to rule infractions immediately, firmly, predictably, and consistently;

   - encourage student autonomy and foster the development of respect for self and others as well as encourage development of positive self-image, critical thinking and problem solving.

   - physically manage students;

- minimize negative interactions with students (e.g., avoid personal criticism, public reprimands, waiting too long to intervene; blaming wrong student for misbehavior, etc)

3. Identify and utilize a variety of approaches to discipline and behavior management techniques by matching procedures with the needs of children with diverse characteristics across various levels of severity.

4. Identify common biochemical approaches to behavior management, advantages and limitations, and the teachers role when these approaches are used.

5. Evaluate the effectiveness of behavior management techniques using a variety of techniques including:
   - direct observation and recording;
   - antidotal
   - interviews

6. Utilize *A-B-C analysis techniques* (evaluation of antecedents, behavior, consequences) to plan and evaluate behavior management techniques.

7. Demonstrate knowledge of parental roles in implementing a management plan for students, utilize parents in management plans, and inform and instruct them as necessary.